

# UTAH SCHOOLS FOR THE DEAF AND THE BLIND

---

2011-2012 ANNUAL REPORT



*The Realization of Individual Potential*



## ***Vision Statement***

*USDB: The Realization of Individual Potential*

## ***USDB Mission Statement***

*USDB leads the way in providing a caring,  
responsive, innovative approach to meet  
the educational needs of our low incidence population.*



# **2011-12 Advisory Council Advisory Committee Members**

**Suzy Blackham**



**Martin Blair**



**Leslie Castle**



**Kay Clark**



**Scot Ferre**



**Tony Jepson**



**Jenifer Lloyd**



**Scott McAward**



**Jeff Pollock**



**Sandra Ruconich**



**Shelton Clough**



**McKell Withers**



**Darran Zenger**



# Members of the Utah State Board of Education

## **District 1**

Tami W. Pyfer  
52 Ballard Way  
Logan, UT 84321  
(435) 753-7529

## **District 2**

Keith M. Buswell  
1027 W. 3800 North  
Pleasant View, UT 84414  
(801) 510-1773

## **District 3**

Craig E. Coleman  
621 S. Main St.  
Genola, UT 84655  
(801) 754-3655

## **District 4**

David L. Thomas  
7875 South 2250 East  
South Weber, UT 84405  
(801) 479-7479

## **District 5**

Kim R. Burningham  
932 Canyon Crest Dr.  
Bountiful, UT 84010  
(801) 292-9261

## **District 6**

Michael G. Jensen  
4139 S. Aubrey Lane  
West Valley City, UT 84128  
(801) 955-5550

## **District 7**

Leslie B. Castle  
2465 St. Mary's Drive  
Salt Lake City, UT 84108  
(801) 581-9752

## **District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
(801) 272-3516

## **District 9**

Joel Coleman  
3740 Bawden Ave.  
West Valley City, UT 84120  
(801) 634-6251

## **District 10**

Laurel Brown  
5311 S. Lucky Clover Lane  
Murray, UT 84123  
(801) 261-4221

## **District 11**

David L. Crandall  
13464 Saddle Ridge Dr.  
Draper, UT 84020  
(801) 232-0795

## **District 12**

Carol Murphy  
463 West 140 North  
Midway, UT 84049  
(435) 729-0941

## **District 13**

C. Mark Openshaw  
3329 Piute Drive  
Provo, UT 84604  
(801) 377-0790

## **District 14**

Dixie Allen  
218 West 5250 North  
Vernal, UT 84078  
(435) 789-0534

## **District 15**

Debra G. Roberts  
P.O. Box 1780  
Beaver, UT 84713  
(435) 438-5843

## **Board of Regents Representative**

Teresa L. Theurer  
33 Canterbury Lane  
Logan, UT 84321-6714  
(435) 753-0470

## **Board of Regents Representative**

Wilford Clyde  
1324 East 950 South  
Springville, UT 84663  
(801) 802-6900 work

## **Coalition of Minorities Advisory Committee Representative**

Isaiah "Ike" Spencer  
1029 E. 11780 South  
Sandy, UT 84094  
(385) 646-5360

## **UCAT Representative**

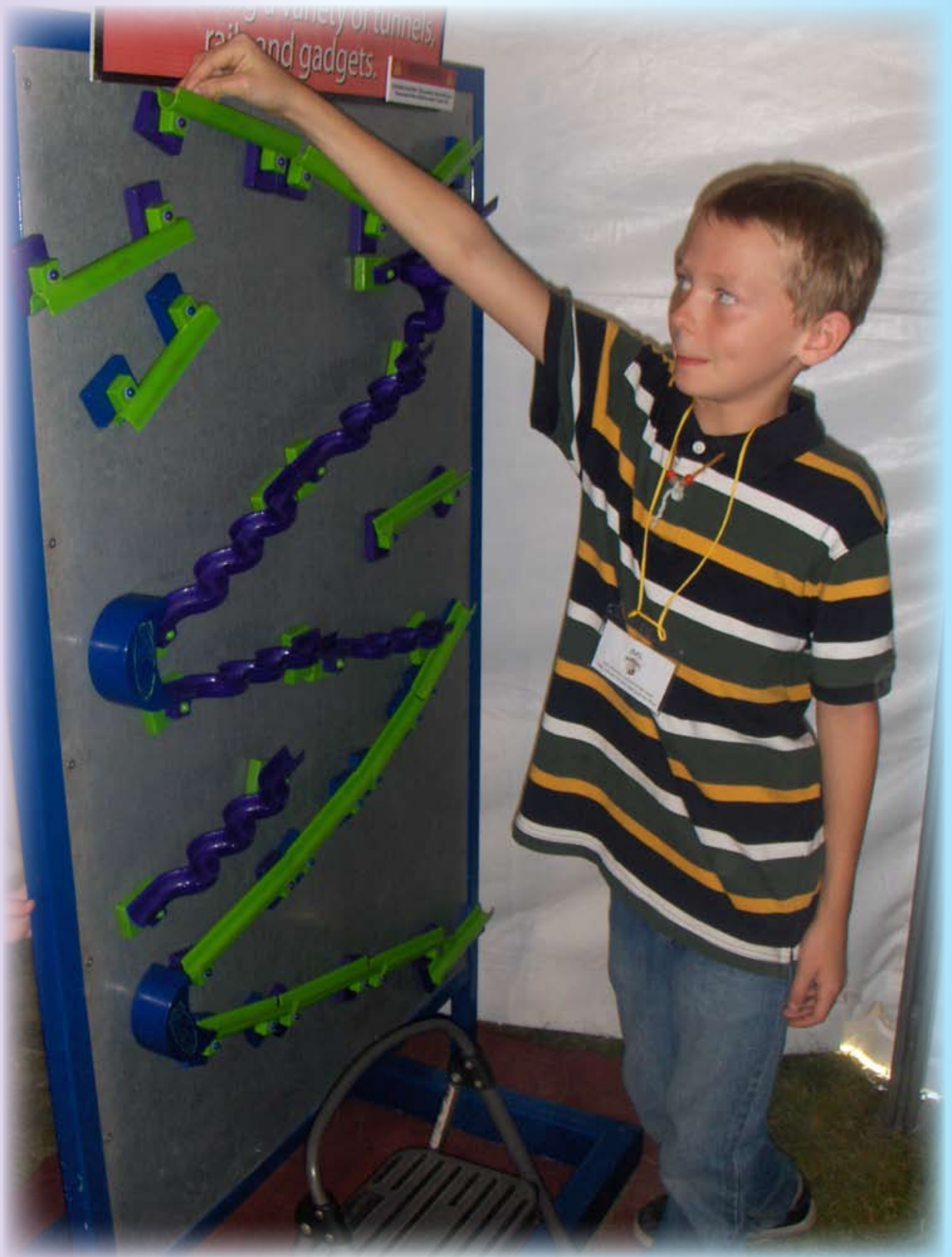
James (Jim) V. Olsen  
5656 W. 10770 North  
Highland, UT 84003-9088  
(801) 599-1095

## **Charter School Representative**

Tim Beagley  
3974 South 3550 West  
West Valley City, UT 84119  
(801) 969-6454

## **USBA Advisory Appointment**

R. Dean Rowley  
526 South 170 West  
Springville, UT 84663  
(801) 489-6935





## Deaf Central Division

### Program Director:

Betsy Sutherland

### Office Address:

USDB Highland Drive  
3098 South Highland Drive  
Salt Lake City, UT  
84106

### Students Served:

Preschool Students: 29  
Elementary Students: 28  
Outreach students: 86  
Total Students served: 142

### Classroom Programs

Deaf Central Division's Listening and Spoken Language (LSL) program emphasizes the use of auditory technology such as hearing aids and cochlear implants to teach students to listen and talk. Our students benefit from today's increasingly sophisticated technology that can provide students who are deaf or hard of hearing with access to sound and speech. LSL programs are designed to provide emphasis on intensive early childhood education to prepare children with hearing loss to succeed in the general education classroom.

Students in our self-contained program attend classes in Granite School District's Mill Creek Elementary School, a general education public school. This setting allows students to access a teacher for the deaf and hard of hearing that provides intensive focus on speech, language and listening skills, while also giving students opportunities to mainstream with hearing peers. All students in this program are mainstreamed for at least a portion of the day with gradual increases to their exposure to the general education classroom as their communication skills develop. USDB teachers may also co-teach mainstream classes or provide reverse mainstreaming opportunities for special needs students enrolled in the regular education classroom.

The student's family plays a vital role in any successful educational program. We encourage parents to volunteer in the classroom and support their child at home. Statistically, students whose parents are more involved in their child's educational program are more successful in school. Weekly language therapy for parent and child are offered preschool through kindergarten so parents can carry-over ideas and vocabulary from classroom to home.

We believe that all students are unique individuals with various needs. Deaf Central's placement process begins when a child is referred to us by their district of residence. The Individual Education Plan (IEP) team meets to discuss the present level and goals for the student with input from parents, teachers, administrators and related service providers. Placement options are discussed to determine where the student's needs will be met the best. Our goal is for every child to be on level with their typical peers and be mainstreamed to their neighborhood school, charter school, or private program of their choice as soon as possible.

USDB collaborates with Sound Beginnings to provide preschool classrooms and audiology services for students in the northern region of the state. Sound Beginnings is a preschool program that is affiliated with Utah State University in



Logan. This relationship has included several professional development opportunities combining LSL preschool teachers from all programs in the state as well as monitoring compliance with special education rules and regulations. All Sound Beginnings students are on USDB IEPs.

## **Outreach**

USDB's Deaf Central Outreach program serves students who are fully mainstreamed in neighborhood or charter schools. Itinerant teachers, certified teachers for the deaf and hard of hearing, provide services to qualifying students having IEPs or 504 plans. Services may include individual academic support or speech, listening and language therapy, collaboration with the general education classroom teacher or special education staff, assessment for students with hearing loss, and consulting services to faculty and staff at district schools. Their services can be provided for students ranging in age from preschool through post high school. Deaf Central Division provides itinerant teachers for the following districts: Murray, Canyons, Tooele, Park City, Summit, South Summit, Wasatch, North Summit and area charter schools.

## **Faculty and Staff**

Deaf Central Division teachers are licensed and endorsed as educators for the deaf and hard of hearing by the State of Utah and most have gone on to obtain advanced degrees and completed extra coursework in order to better serve our students' diverse needs. Teachers have attended classes and workshops in many areas, including: English as a Second Language, reading and literacy, and the Common Core Curriculum. Several educators are currently pursuing certification as Listening and Spoken Language Specialists, a rigorous program for deaf educators using an auditory-verbal approach, as well as certification in Early Childhood Education.

## **Awards, Activities, Highlights**

- Our first Speech Fair was held at Mill Creek on May 10th. Each class, preschool through our fifth/sixth grade, performed songs, dances or poetry for parents, grandparents, friends and school faculty. It was a huge success! We hope to produce a Speech Fair on an annual basis.
- USD students were successfully integrated into Mill Creek's Spanish Dual Immersion Program. Students who come from Spanish speaking homes are eligible for this program.
- In the Mill Creek Science Fair, one deaf student took third place in the 5th grade and another won third for 6th grade.
- One of our sixth grade students was also elected by his peers to give a graduation speech.
- The fifth/sixth grade class performed Halloween and Christmas songs, dances and poetry for friends and relatives.
- The first/second grade "Lost Treasure" opera was a hit! Writing and performing an opera encouraged reading and re-reading, listening to each other and keeping time. The students were very creative with costumes. The story came to life and they learned to problem solve together.
- First and second graders were involved in several art projects with their mainstream peers including:
  - Kimball Art Center provided art projects
  - The Book Arts Program at the U made books with students
- Students participated in the Latin American Art Festival where each student made a pot that was fired and glazed.
- Mill Creek held a very successful Kindergarten graduation in May. Students sang songs, recited poetry, danced and did cheers to celebrate the year. Many family members attended, including parents, grandparents and great-grandparents.



## A Deaf Central Success Story:

A ninth grade student at Treasure Mountain Middle School in Park City, Utah, is served by Nancy Haga, Deaf Central Outreach Teacher. Her mild-severe bilateral sensori-neural hearing loss was diagnosed at birth, but hearing aids were not recommended until she was in the 2nd grade. In her early years of learning, she struggled with basic concepts. Later, neurological testing indicated that the insult to the brain left scarring on her brain which causes slowing of her brain wave complexes that are similar to epileptic seizures. She is a model student. She is going into her 6th year of perfect attendance and has been a member of the National Honor Society in the 7th, 8th & 9th grades. Not only are her academics stressed, but she is involved in school, and numerous community and charitable organizations, including Young Life, the Park City Cross Country team and as a Skiing Peer Partner volunteer with the National Ability Center.

This success has been fostered by her parents. They are avid advocates for their daughter and work closely with school officials to assure that IEP accommodations are documented and fulfilled. The following comments were made by the parents at an Advisory Council meeting:

*"We have moved around and been in several different states and school districts. We have seen poor to excellent services. [USDB] is by far the best support my daughter has received in her 9 years of schooling. I would like to give you an example of the services our daughter has received from her Outreach Teacher. The Outreach Teacher visits regularly with her Special Education Teacher on her hearing needs and how the school's technology is working for her. When she saw that some teachers were not using the sound field system in the classroom, she asked for a meeting of the Special Education Teacher and the team of teachers. My daughter and I also attended. The Outreach Teacher discussed the special needs of a hearing impaired student in the classroom and gave the teachers a spelling test with a distorted voice on a tape that duplicates the sounds heard by a hearing impaired student in the classroom. Guess what? The teachers did not do very well and were blown away by the difference it makes to not only use the technology specified in the IEP, but also to provide good face contact when speaking as opposed to talking to the board or in an indirect direction where their voice does not reach her. This is an example of how a USDB specialist, who is trained to help students in the academic environment, has aided us like no one has ever done before. "*







## Kenneth Burdett School - Deaf North Division

### Program Director:

Mike Hillstrom

### Office Location:

USDB Ogden  
742 Harrison Blvd.  
Ogden, Utah 84404

### Students Served:

Self-contained students: 74  
Consultant (Outreach) students: 68  
Total Students Served: 142



### Introduction

The Deaf North program offers an array of curriculum options for students ranging in ages from preschool to twenty-two years old. Comprehensive academic, social, and post-high school programs for students who are deaf or hard of hearing are offered based on appropriate assessment. The school offers a variety of educational opportunities in order to effectively meet the individualized needs of each student. Families have the opportunity to choose from an ASL English Bilingual education and Listening and Spoken Language communication. The educational environment encourages the development of self-concept and challenges all students to achieve their potential in whatever modality they choose. Classes are located on campus and in public schools in Weber School District. Host schools are Green Acres Elementary, North Ogden Jr. High, and Weber High. These settings provide mainstreaming opportunities as appropriate. While in mainstream classes, either a sign or an oral interpreter is provided to enable students to have full access to the curriculum. Here in Ogden, we are also able to access the Applied Technology College where students can gain a trade certificate and on-site training opportunities with various large companies. Our students enjoy doing on the job training with companies such as Sears, Honks & Petco. Enable Industries is another agency which offers job training to our severe Post-High students.

### Faculty and Staff

Our professional staff is composed of one full time outreach teacher and one testing specialist outreach teacher servicing deaf and hard of hearing students in Box Elder, Ogden, Weber, Morgan, Cache, and Logan school districts. Outreach consultants see their students several times each week, or once or twice a month depending on the needs of the student. There are 11 teachers of the deaf in self-contained classrooms, 10 paraprofessionals, one ASL specialist, one full-time job coach, eight full-time interpreters, and one office specialist for a total of 34 people who provide services to our students.

During the 2011-12 school year, the KBS- Deaf North program served 74 self-contained students in addition to 71 students who were served by outreach teachers through a variety of service patterns according to student IEPs. About 26 of our students use ASL/English as their primary mode of communication and 45 students use Listening and Spoken Language as their primary mode of communication.



## **Student Activities and Accomplishments**

- Students participated in special arts programs in dance provided through a grant from “Very Special Arts/Art Access”.
- We have several of our Post High students at the ATC working to earn certificates in different computer programs offered there.
- Post-High school classes accessed the following community resources:
  - ◆ Volunteered at St. Anne’s homeless shelter
  - ◆ Utah transit system: UTA bus, Frontrunner, Trax
  - ◆ Voter registration
  - ◆ Community Health Department taught classes
  - ◆ Learned simple CPR techniques
  - ◆ Obtained food handlers permits
  - ◆ Participated in cooking classes, which included shopping for food and preparation
  - ◆ Applied for Utah housing through DSPD
  - ◆ Created job portfolios and resumes
  - ◆ Registered with Job Service
  - ◆ Established savings accounts
  - ◆ Learned how to use Video Relay
  - ◆ Learned how to use video phones
  - ◆ Shopping experiences included: customer returns, buying personal items, ordering food, and price comparisons
- Students presented a wonderful Christmas program. All PreK – 6th grade students participated
- All Campus students participated in the Annual Veteran’s Day Program honoring our local heroes

## **Staff Accomplishments**

- Jaime Turner and Lacey Crittenden have moved to Level 2 teacher status

## **Professional Growth/Trainings**

- Paraprofessionals attended the Paraprofessional conference
- Teachers attended the State CEC (Council for Exceptional Children) conference
- Teachers attended the State Preschool Conference
- Outreach teacher consultants attended the consultant conference
- Most teachers started the New Common Core training

## **Community Involvement**

- Parent Activity Nights were held quarterly
- Veteran’s Day Program- attendees included military and retired military members, families, students, staff; National Guard posted the colors,
- Welcomed various guest speakers from the community
- High school student volunteers came from area high schools
- Eagle Scouts completed projects for the school

## Special Projects and Activities

- In October we always have a Halloween carnival. Families are invited to come play games and gather treats.
- In November we put on a Veteran's Day program for military personnel and their families. This program has been a great community activity.
- In May we held our spring dance recital. It was funded by a "Very Special Arts/Art Access" grant. This program helped the students build spatial awareness skills and gross motor skills.
- Our Post High students did many fund raisers throughout the year and were able to go on an educational trip to Salt Lake City for a week. While there, they job-shadowed and toured many different businesses to get different experiences of jobs they may be interested in for themselves. Students also had some cultural art experiences with trips to the Ballet, museums, and truly unique eating experience. We also had some students outside of our program join our students to experience what our program is like. Fun was had by all!









## Deaf South Division

### Program Director:

Marilyn Madsen

### Office Location:

USDB Orem  
424 South 350 East  
Orem, Utah, 84058

### Students Served: 386



The USDB Deaf South Division is located in the mid and southern portions of the state, serving deaf and hard-of-hearing students in 23 of Utah's 41 school districts. This year, the staff consisted of 18 teachers, a program director, five instructional aides, 5.5 interpreters (3.5 signing interpreters and two oral transliterators), and an office specialist. Deaf South teachers have a variety of certificates and endorsements in addition to the required deaf/heard of hearing endorsement. These endorsements include reading, ELL, preschool/early childhood, mild/moderate, and severe/profound. Certifications include elementary, secondary, speech language pathology, and auditory-verbal. One teacher is trained in Reading Recovery, and one who has had CAEBER training which is for ASL/English teachers sponsored by Gallaudet University.

The Deaf South Division served 386 students during the 2011-12 school year. Forty-one were served in self-contained classes in Orem. They included: one preschool class, four elementary level classes, one junior high class, and one high school class. The majority of these students used oral communication as their main mode of communication and hearing aids or cochlear implants as their assistive technology choice. Eleven of the students in the self-contained classes used ASL as their primary mode of communication.

In our division, 341 students were served by 11 teachers of the deaf who serve students in their home schools through the division's outreach program. Students were served in 20 of the 23 school districts in the Deaf South area.

Teachers worked with students with a wide variety of hearing losses using several types of communication methods. Teachers also provided in-service trainings to teachers and staff in the schools to help them understand hearing loss, assisted with equipment such as FM systems, trained staff on hearing aids and cochlear implants, and shared ideas on how they could make their classroom material easier to access for these students.

### Student Activities and Highlights

Four USD students graduated from Mountain View High School in May of 2012.

Many deaf students from Utah County participated in the AG Bell Speech Fair at Orem Elementary in March. Students from USD self-contained classes and former students came together and presented their talents to an audience of over two hundred people. Even the young three- year olds participated. This activity was a great opportunity for students who are deaf and hard of hearing to perform in front of a large audience. Students also participated in the visual arts display of their talents in art, poetry, and essays. It was a great evening.

Two of the teachers from Deaf South completed the two year program sponsored by the John Tracy Clinic through the University of California at San Diego. Their Master's Degrees were in Special Education with an

endorsement in Deaf and Hard of Hearing. They accomplished this while working full time and taking classes on-line. For two summers, they lived on campus and took classes as well.

Rebecca White, one of Deaf South's preschool teachers received the Alathena J. Smith/Barbara Nash Mills Award for, "Excellence in Working with Families".











# Jean Massieu School of the Deaf

## Program Director:

Michelle Tanner

## Campus Location:

USDB Salt Lake Campus  
1655 E. 3300 S.  
Salt Lake City, UT 84106

## Students Served: 91



The Jean Massieu School of the Deaf (JMS) is a division of the Utah Schools for the Deaf and Blind. JMS is a school that directly serves deaf or hard-of-hearing students 3 – 18 years of age. During the 2011-2012 school year, students in preschool through 6th grade received their instruction entirely on this campus. Students in 7th – 9th grade attended classes at this campus and at Churchill Jr. High, located on the east side of the Salt Lake Valley. Students in high school attended classes at JMS and Skyline High School. Most secondary students received instruction in their core subject areas from highly qualified teachers of the deaf at JMS. Most elective classes were taught by highly qualified instructors in a given subject area at Churchill Jr. High or Skyline High School. During these classes USDB provided an interpreter to facilitate communication.

JMS believes in the importance of access to language through vision. All classes on campus are conducted in American Sign Language and children are taught to read and write through that medium. English is taught to all in its written form. Speech is taught as a tool for communication. Focus is on teaching the Utah State Core Curriculum in all subject areas, while infusing language development.

There were 91 students in attendance at JMS for the 2011-12 school year. All students were served on an Individualized Education Plan (IEP). Class sizes varied with an average of four to 12 students in classes with 14 teachers. Fifty-one JMS students wore hearing aids on a regular basis and 13 students had cochlear implants. During this school year 144 audiological assessments were conducted on students and on-site audiologists assisted in trouble shooting or repairing hearing aids worn by our students.

## Highlights

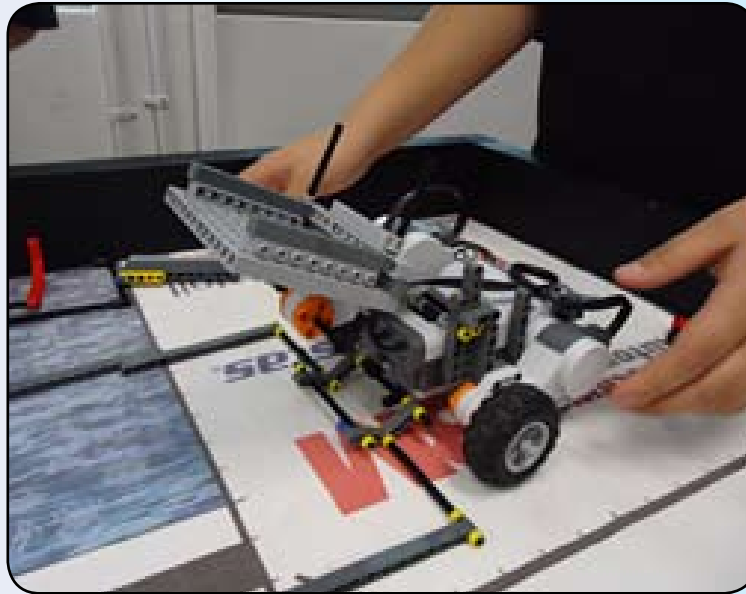
Jean Massieu students participated in various activities throughout the school year. At the beginning of the school year, several of our secondary students took part in the Shakespeare competition held in Cedar City for Utah high school students. This was the first entry of a deaf group performing a Shakespeare drama in the history of the competition. We look forward to continued participation in this event annually.

JMS supports several extra-curricular activities for our students. One of the highlights this year was the State Lego Robotics competition. Our student placed 8th overall for the state. The students learned a great deal about problem solving, presenting to a group, and answering questions from a panel.

JMS students were also involved in the academic competitions with other deaf schools across the nation. This competition called the “Academic Bowl,” occurs annually in Washington, D.C. at Gallaudet University.



Additionally, JMS also held its annual science fair for students 3rd grade and older. Many fantastic science projects were submitted. In May our students participated in week-long reading activities that encouraged students to engage in more reading.



Athletics are very important to our students and JMS secondary students have participated with the USDB in association with the Utah High School Athletics Association for basketball and ended that season by competing in California with other deaf schools at the Western Conference Basketball/Cheerleading Classic. All events and activities are reported throughout the year by our journalism class in the monthly edition of “Buzz-Buzz.”



JMS has an actively involved PTA who works with the Utah Association of the Deaf(UAD) and the Utah chapter of “Hands and Voices” in ensuring successful events including our Fall Festival, Students vs. Staff basketball competition, Red Ribbon week and end of year celebrations.









## Region I – Blind Educational Services Division

### Program Director:

Rod Price

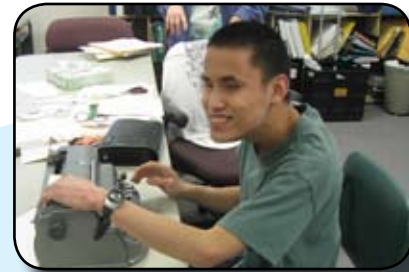
### Location:

Ogden Utah

### Students Served:

Campus Program: 35 students

Outreach Program: 83 students



Educational Services for Blind Region 1 are located on the USDB Ogden Campus in our superlative Blind School division. Our beautiful facility and qualified staff provide ample opportunities for student progress and learning. We are committed to excellence in education for all students, age preschool through post-high. This year we began implementing the new provisions of the Utah Common Core Standards so that students who experience vision loss and require an increased intensity of services can make enhanced progress towards their goals. We have carefully chosen new curriculums that align competencies with the new Utah core standard and have utilized professional instructional coaches to assure our staff is trained in best practice so student programming will continue to be successful.

In addition to implementing the new Utah Core Standard, we continue to work with students with the Expanded Core Curricula (ECC). Simply put, the ECC is the additional knowledge and skills that are needed by students with visual impairments. They include training and skill development in compensatory academic skills such as Braille, orientation and mobility training, social interaction development, independent living practice, recreation and leisure training, career education training, a variety of training in the use of assistive technology, sensory efficiency skill training, and self-determination skill building such as self-advocacy. The ECC helps students with confidence and independence.

Students with visual impairments must practice and apply the skills they learn in the Expanded Core Curriculum to learn compensatory skills to enable them to increase daily living skills and functional independence competencies. Blind Region 1 provides additional one-on-one vocational training in ECC for classroom students embedded in afternoon schedules throughout the year as well as providing specialized group training in five weekend short term training programs scheduled throughout the school year. Short term programs are geared for students who are nine years old and above. Each student's strengths and weaknesses are carefully assessed in order to develop individual and group programs and effective instructional strategies. Careful planning goes into identifying the most appropriate materials and equipment needed for skill development.

### Staff Qualifications

Students are taught by staff that are specifically trained and licensed by the Utah State Office of Education in Special Education. Our staff is required to have or are working on specialized licenses and endorsements in sensory impairment. Intensive and highly specialized teaching methods require the focus on the unique needs of students with visual impairments, including those students who may have a sensory impairment as well as additional disabilities. We provide a variety of professional development opportunities for teachers as well as state wide trainings and in-service workshops to help our staff keep current and connected to best practice.



## **Supported Transition Extension Program (STEP)**

The objective of the STEP program is to provide concrete opportunities to become independent in a safe environment before exiting school. The foundation of our program is the Expanded Core which includes compensatory skills, O&M, social skills, independent living skills, recreation and leisure skills, career education, Assistive Technology, visual efficiency skills and self-determination.

The students have learned and practiced budgeting, learned to make change, and gone shopping on a regular basis, planing, budgeting and buying things using their learned skills. They followed up by preparing their own meals using the stove or the microwave, and following a recipe that they found on the internet. This year students attended a play in the community in which they had to be well groomed and behave in a socially acceptable manner. They also participated in a variety of other community activities in which they had to use independent skills, as well as self-determination to succeed. TEP students also donated canned goods to the food bank, made blankets and donated them to others, decorated a Christmas tree, and donated to the Festival of Trees, the proceeds of which go to Primary's Children's Hospital.

## **Vocational Training**

In the Vocational classroom, the students made things to sell for school fundraisers. This included growing and taking care of plants in the greenhouse and selling them. They went shopping for the objects they needed and had to estimate the cost and the proceeds. They managed a recycling program on the Ogden Campus and have taken care of the snack and pop machines. They acted as peer tutors for the younger children who also take part in our Vocational Program. Vocational students filled out many applications and wrote their resumes. These activities were performed on the computer where they are gaining computer skills for their future. They used other assistive technology devices including the Braille Note Taker and the CCTV.

Our students also worked in the community with the help of the job coach two days a week. This gave them the money they needed to buy things on their shopping trips. They had to keep track of how much they had and how much they had spent.

The students have practiced their independence skills in personal hygiene and household chores. They kept up the daily living skills apartment as well as the classroom. They learned a lot of the basics of cleaning and the importance of doing so.

Our students with vision loss in the STEP program and learning self-determination through clear communication of their strengths and abilities and a positive approach to constructive problem-solving to overcome any barriers that they may have.

## **Professional Growth/Trainings**

- Paraprofessionals attended the Paraprofessional Conference
- Teachers attended the State Preschool Conference
- Western Regional National Conference
- AER Fall and Spring Conference
- CEC Conference
- Braille Fluency Summer Workshop
- Teachers attended several state sponsored workshops and trainings for professional development
- Utah Coaching Network
- Language Arts Core Academy
- High Scopes Training
- Special Education Law Conference
- Mandt Training
- Transition Round Table

- Compliance Training
- Early and Advanced Step Training
- TVI Conference Training

In addition to our specialized staff and related services professionals our staff continue to work together and collaborate with families, state parent organizations, school district and charter schools, community partnerships agencies, and others stakeholders to assure that our students are connected to every opportunity to become as independent and self-sustaining as possible.

### **Community Involvement**

- A Veteran's Day Program was presented by the students in honor of the armed forces. Family and friends as well as members of the armed forces were in attendance.
- A dance recital, Passport to Africa, was presented by students from the deaf and blind schools. Creative dancing and choreography were a highlight. Coverage was provided by the local newspaper.
- Various programs were held for family and friends throughout the school year.
- A Winter Program was presented by the students for their families and friends. Copies of the book The Polar Express were obtained and given to each student's family as the students read the book and sang songs.
- The students learned about recycling this year. They presented a year end program for their parents about through music and short talks about recycling.
- The Triumph Company, through their Wings Foundation, provided USDB with a generous gift donation of two Flag Poles for the Ogden Campus, one for the Blind School and one for the Deaf School.
- Amir Jackson helped students to develop the creative mind at short term programs over the course of the year. Students performed their talents at acts and Weber State University for family, friends and the community.
- Community 5k fun run for sight, half mile "Walk with the Blind"

### **2011-12 Student Activities and Highlights**

- Red Ribbon Week, Character Counts Week, No Bullying Week
- Nine STEP students obtained jobs within the community
- Eight upper elementary, Jr. High School students and high school students participated the campus vocational program
- Expanded Core Curriculum focus in career preparation and orientation and mobility provided field experiences for High School/Post High School students to the Division of Services for the Blind and Visually Impaired, the SLC International Airport, took the Utah Transient Authority (TRAX) to Salt Lake City, Weber State, the DMV and the Applied Technology Center.
- Students participated in both dance and music through the Very Special Arts Program
- Field trips included visits to, Ogden Nature Center, the Treehouse Museum, Clark Planetarium, Lee's Market, local post office, dentist office, Christmas Village, Black Island Farms, the Weber State Ice Rink, and a Senior Citizen's center.
- Students participated in the Braille Challenge in conjunction with the Utah Foundation for the Blind

### **Achievement/Accomplishments**

- One student graduated from USB with a Certificate of Completion; one student graduated from USDB/High School with a high school diploma.
- One student left the school to try his home school.
- Several students participated in the Festival of Trees in Salt Lake City
- Several students participated in goal ball
- Job coaches were able to facilitate community partnerships for student employment



## Success Story

### KALINKA

“In April of 2011, I brought my daughter, Kalinka, home from Bulgaria. I adopted her from a Bulgarian orphanage where she had been placed when she was 2 months old. At birth, she was diagnosed with congenital glaucoma and her medical care was very limited. She was 2 ½ years old when I brought her home and her developmental delays were evident. After three months of adjustment to her new life, Early Intervention was invited to complete their assessments. Kalinka tested in the .4 percentile in every domain except gross motor. Three months later, it was time to look at pre-school placement.

Having been a teacher at USDB, I was familiar with the USB preschool program available to Kalinka. There were many aspects of the program that appealed to me. I felt the full day would be beneficial as Kalinka had a lot of progress to make. I was interested in a program with intensive instruction in the area of vision and compensatory skills related to vision loss. As I looked into other preschool placement options, I felt USB was the best placement to address her other delays especially in the area of sensory processing, eating/self-help, language, and social/emotional growth. Having typical developing peers in her classroom was also important to me. Placing Kalinka at USB was the right choice for her needs.

The progress Kalinka has made since attending school is significant. She started walking after being home a couple months, but now she is running, jumping and climbing. Kalinka only responded to a couple words in Bulgarian (bravo: good job, nay: no), she now carries on little conversations and will likely exit speech and language services very soon. She will now wash her hands under running water, walk barefoot, and tolerate wearing a hat and sunglasses for a short period of time. Kalinka knows her colors, counts to five, says the A,B,C's to G, loves to color, and identifies pictures. This is only a short list of her accomplishments. What has been most important to me as Kalinka's mother is her emotional adjustment to the school environment. Kalinka was, and can still be, a very fearful child. I appreciated everyone's patience as we took a slow and gradual approach to school. Now Kalinka loves school. She knows it's a safe place and is cared for. When I drop her off and she says, “Bye mom, go to work,” my smile lasts all day.”

**Submitted by: Blind Region 1 Parent**



Learning Technology (Braille note)



Short Term Ice Breaker



Adaptive PE







## Region II – Blind Educational Services Division

### Program Director:

Melanie S. Austin

### Office Location:

USDB Highland Administrative Offices  
3098 S. Highland Dr.  
Salt Lake City, Utah

### Students Served:

Magnet Classrooms: 47  
By Outreach Teachers of the Visually Impaired: 209



Welcome to the Utah School for the Blind Region II. Many students served by the Region II program are members of magnet classrooms located in Salt Lake City and Orem including seven classrooms housed in the wonderful Granite and Alpine District schools. We also feel privileged to have the opportunity to work with the great faculties at Mill Creek Elementary, Westmore Elementary, Churchill Junior High and Skyline High School. Blind Region II has seven fully qualified teachers and nine dedicated teacher assistants, one student educational aide, and three interveners.

Blind Region II outreach program employs eight licensed and endorsed teachers of the visually impaired (TVI) and one student educational aide. This staff offers direct and consultant services to 15 school districts and 11 charter schools. Division TVI's travel approximately 12,969 miles per month serving students across Utah!

### Magnet Program

#### Preschool:

Our preschool program was housed in our newly renovated Salt Lake Campus/Jean Massieu School for the Deaf. Preschoolers and staff were welcomed and enjoyed all of the programming and activities offered by our host school. This was a year for growth in our program. The academic preschool began with four students and quickly grew to 12 attending full day preschool. Our other two preschool classes also grew by three students bringing our total to 26 students.

Salt Lake and Orem preschools hosted the Parent Infant Program toddler programs which allowed families the opportunities to meet and share experiences and knowledge with our school age families, school staff and related service professionals.

Region II student Gabriel Hooten won second prize with his sponge art of "A Boy and Girl Holding Hands" at the American Printing House for the Blind and was honored at the National Conference in Louisville, Kentucky in October. Sophi Briggs also won honorable mention for her chalk art of "Somewhere Over the Rainbow."

USOE honored our six preschool teachers through a grant to help them receive training and implement the High Scope Curriculum. Region II teachers found it to be a much enriched language program and encouraged our multi-disabled students to communicate their wants and needs through conversation, sounds, or technology.

Westmore preschool classroom was not to be outdone! This class also grew from one student to five students. Their



classroom teacher, teacher assistant, and intervener encouraged the students by experiences in the swimming pool at the local recreation center in Orem and by having Air Time Gymnastics come to do tumbling with them as part of their PE and physical therapy.

#### Kindergarten:

Our kindergarten classroom was welcomed by Mill Creek Elementary. This location opened the door for our students to have opportunities for inclusion, as well as having wonderful peer role models for all of our grade levels. Numbers were smaller this year with only three students, however, all three were very eager to learn. Several of the students mainstreamed in the morning and worked on Braille, technology, and other vision skills with their teacher of the blind later in the day.

By the end of the year, two kindergarten students returned to mainstream with their first grade classes. One living in Tooele and will receive vision services from a USB outreach teacher of the visually impaired (TVI) and the other in Granite District with a Granite teacher of the visually impaired (TVI).

#### Second through Fifth Grades:

Our academic classroom of six students were enthusiastic to work with their classroom teacher “Ms. Z” and their individual mainstreamed teachers. Due to the different grade levels we had one student educational aide assisting on the instruction of Braille and one teacher assistant.

One student was very excited when she placed at the Mill Creek Reflection Contest and receiving honorable mention at the Granite District contest. Four students participated at the state Braille Challenge sponsored by the Utah Foundation for the Blind. Two others participated with the Utah Foundation for the Blind in goalball - a sport designed for students that are visually impaired or blind.

#### Secondary Programs:

Churchill Junior High housed our three very studious middle school students. This talented group of students were creative and participated whenever they could in extracurricular activities.

One student served on the Churchill Yearbook Staff as a photographer. Two attended all of the Short Term Programs and one wrote a poem she shared at the closing activity “The Wonderful World of Abilities” held at Weber State University.

Skyline High School’s six industrious students continued to move toward graduation. One participated in learning activities at the Jones Center in Salt Lake and especially enjoyed the bakery and auto mechanics class. Another graduated this year from USDB programs and wants to be a doctor of veterinary medicine after his upcoming mission for the Church of Jesus Christ of Latter Day Saints. He has been very active in the Future Farmers of America and had this to say about how USDB and FFA has strengthened him:

*“Before joining I had problems socializing with my sighted peers, struggled with independence in my education as well as my personal life, and had no active plans of a future career. When I joined I was put in situations where I had to socialize with others. I stabilized my career goals, made friends, and most importantly learned what hard work can accomplish.”*

Another Region II student returned to his home school to finish his last two years of school in the Jordan School District and a third is in her first year at the high school and joined the French Club and The Creative Writers Club.

Support services for all of these students included: Low Vision Specialists, Orientation and Mobility Specialists,

Psychologist, Speech and Language Therapists, Nurses, Audiologist, Adaptive Technology Specialists, Adaptive Physical Education, Specialists, Physical Therapists, and Occupational Therapists.

## **Outreach Program**

Region II outreach program provides quality direct and indirect services to 209 visually impaired students in 15 School Districts and 11 Charter Schools. Region II served Canyons, Granite Preschool, South Summit, Tooele, Tintic, Millard, Juab, Beaver, Iron, North and South Sampete, Piute, Wayne, and Carbon School Districts with staff that included nine licensed TVI's and one educational service aide.

Support services included: Low Vision Specialist, Orientation and Mobility Specialists, Psychologists and Adaptive Technology Specialists.

For outreach staff during work hours, traveling assigned areas to serve students is the one and only focus. On a typical day, the first hour may include 30 minutes working with a preschool student at their home followed by a trip to a high school an hour's drive away to teach Braille chemistry. One challenge all traveling teachers face is having adequate time with each student in every assigned location. Regardless, each of our teachers of the visually impaired holds fast to the motto "Students first".

## **Professional Growth/Trainings**

Staff trainings were an integral part of the Outreach program. Trainings occurred monthly in addition to TVI Conferences held twice a year for intense 2-3 days of specific training. During the 2011-12 school year, trainings focused on the following the Utah Common Core: student data keeping and collecting of achievement data, protocols/test administration in the following: Brigance Inventory of Development, Oregon Project, and the Insite Motor.

Monthly trainings (VisionPro) were held via EdNet (televised broadcasts) to TVIs in the field and provided focused trainings in areas such as Braille instructional strategies, community learning groups, the collaboration skills necessary to work with general educators, and products available through the American Printing House for the Blind. Each VisionPro training was 1.5 hours.

AER Conferences are held during the fall and spring. The fall conference "Travel Safety" focused student ability to travel safety within different environments and various modes of transportation. The spring AER Conference centered on the use of the iPad for VI students.

The Utah State Office of Education hosted round table meetings for TVIs which promoted discussion of best practices and provided opportunities to share success tools for teaching.

Monthly itinerant meetings were held throughout the school year, bringing together district and USDB TVI's by providing interactive trainings, forums, and discussions.

## **Special Programs and Activities**

Short Term Programs:

*"Out of Dreams, Comes Reality"*

USB 2011-12 short term programs was based on the above premise that every dream is valuable and every individual has within them the courage and ability to make those dreams into realities. Students from all over the great State of Utah spent one weekend a month together and enjoyed a variety of fun and educational activities based on the Expanded Core Curriculum, including swimming, green-ware sculpting, painting, cooking, technology, Braille, and O&M.



Students made a quilt, painted t-shirts, had pillow fights, and went out to dinner at Kirt's Family Drive-In. They also attended a fabulous play at Weber High School. The play was "Camelot," and the cast inspired our visually impaired group to form one of the best talent shows this side of the Rocky Mountains!

Every month when they met, they practiced their talents with Amir Jackson, founder of Nurture the Creative Mind Foundation. He inspired, motivated, encouraged, and directed our students to use the best of their abilities in such inspiring ways, adding to the wonderful visionary process was Marcia Knorr, Brandon Watts, an African drummer who looked like he was from the rock band ZZ Top.

The students then prepared and presented a talent show titled "The Wonderful World of Abilities," and presented their talents to the public on March 30, 2012 at Weber State University. Performances included renditions of popular songs, interpretative dance, break dancing, and electric guitar. Original innovative pieces were also performed: a monologue, poems, and student authored songs were performed. One student shared their talents by imitating animal sounds. The students displayed their artwork in the lobby afterward, and had an excellent catered reception following the performance.

### Junior Blind Olympics

After several months of intense fundraising, students from blind/visually impaired students from across the state boarded a bus and traveled 17 hours to the Jr. Blind Olympics, sponsored by the LA Optimist Club of Los Angeles, California. This sporting event provides a venue for over 700 blind and visually impaired children from the western United States and Canada to compete in a variety of sporting events including track and field, goalball, archery, shot put, long jump, and rowing. An added "plus" of the trip included visits to Magic Mountain and the Universal Studio theme park.

### Braille Challenge

The annual Braille Challenge, sponsored by the Utah Foundation for the Blind, provided a full day of Braille contests and activities for students. Several students in both our magnet and outreach program were the recipients of 1st, 2nd, and 3rd place medals.

This year, consumer groups interested in USDB students offered numerous activities and camps ranging from the annual goalball state tournament, sports camp, science camp, and numerous group activities throughout the year. USB promotes, and often times helps, by providing staffing for many activities that are offered for students who are visually impaired.

The proverb of "it takes a village to raise a child" is so very true when it comes to the education of blind/visually impaired students. Our children need each of you! Thank you for your support of the Utah Schools for the Deaf and the Blind.

This has been an outstanding year and our directors and staff had almost as much fun planning and executing our outings and talent show as our students did in participating in them! We send our students home for the summer with happy memories, a lot of valuable new knowledge and the anticipation of doing it all again next year!



Writing Stories at Short Term



Feeling the Beat at Short Term



Reading for the Braille Challenge



Associated Superintendent Lasater  
telling Ms Z class a story



Braille Exploration



Learning Our Letters





## Deafblind Services Division

### Program Director:

Leslie Buchanan

### Office Location:

USDB Ogden Campus  
742 Harrison Blvd.  
Ogden, UT 84404

### Services Provided:

Statewide support for local teams of infants and students with deafblindness

**Students Served:** 131



The Deafblind Services Division works with children who are deafblind, birth to age 22, throughout Utah. During the 2011-2012 school year, 131 young children and students received services from Deafblind Division. Children who are deafblind are as varied as the number reported; the nature and extent of deafblindness in children is often misunderstood. These children represent one of the lowest incidences, yet most diverse group of learners receiving early intervention and special education services.

USDB's Deafblind Services Division supports children with deafblindness in their local districts, USDB campus programs, and early intervention agencies throughout the state. These children require intense support in order to access information, communicate, and interact with peers and service providers. The full array of services is available to all districts and charter schools.

### Staffing

A program director and office specialist administer the USDB deafblind program in addition to seven full time and four part time regional deafblind teacher specialists who provide support for children, their families, and local special education and early intervention teams. Specialists evaluate student need using appropriate assessments, implement accommodations, adaptations and modifications, provide direct services in support of the IEP or IFSP, and provide training, mentoring, consultation, and supervision for communication interveners.

Deafblind Services also employs communication interveners, specially trained paraprofessionals who work under the direction of a deafblind specialist and the classroom teacher. If the student's IEP/IFSP team determines there is significant need for communication support resulting from deafblindness, a communication intervener may be provided. Deafblind Services currently employs 95 communication interveners working with 73 infants and students with deafblindness.

### Utah Deafblind Project

USDB and its Deafblind Division also administer the Utah Deafblind Project, a small federal grant which provides training, technical assistance, and dissemination of materials for those involved with young children and students with deafblindness.



A project director, project coordinator, and research analyst administer this grant. A small portion of their USDB salaries are provided by the grant and the remaining is provided by USDB. The grant also funds a family support specialist. Utah Deafblind Project Activities include:

- Conferences and workshops for service providers and parents.
- Extensive new communication intervener training and practicum.
- Regional workshops and a statewide conference for communication interveners.
- Deafblind simulations and an overview of ways to approach and interact with their schoolmates or neighbors who are deafblind were provided for 1,668 students and community members.
- The distribution of various materials including Patterns for Progress, developed by the division. These monthly fact sheets on intervention strategies for working with those with deafblindness were provided for parents, communication interveners and service providers. Additionally, the web link for accessing the fact sheets online was provided for all special education directors and many others.
- On-going personal contacts with families, Person Centered Planning sessions, an annual parent conference, mom's luncheon and a family activity day were provided for families. In response to the parent conference sponsored by the Utah Deafblind Project, one parent wrote, "What a success! The opportunity to share with other parents is priceless! It's so nice to be reminded that I'm not alone and to get ideas that really work. Please continue this annual event! Thank you to all who organized this."
- Specific support during key transitions including the ongoing development and provision of the Transition Timeline and Looking Toward the Future, transition planning guides for families and teams.
- Collaboration with the National Consortium on Deafblindness, an OSEP funded project, on the development of open-access intervener training modules and other projects related to the use and training of interveners.

### **Collaborative Activities**

Deafblind Services is involved with numerous collaborative activities with university programs and local, state, and national organizations and projects including:

- Specialized training for 23 students from Brigham Young University's College of Marriage, Family and Social Science who traveled to Romania to do internships with students with disabilities. The organizer commented, "It is the most memorable class period and helps the students out the most for when they actually get to Romania."
- Various collaborations with Utah State Office of Education including Utah Deafblind Assessment and Coaching Team, Utah Significant Disabilities Conference, Utah Special Education Advisory Panel, and Utah Significant Disabilities State Plan group.
- Various trainings for classes and groups at Utah State University.
- Assistance with a class on deafblindness and multiple disabilities at University of Utah.
- Planning of the Western Regional Early Intervention Conference to be held in Jackson, Wyoming, in June of 2013.

## New Innovations

During the 2011-2012 school year, Deafblind Division embarked on an exciting collaboration with the Blind School at our Ogden Campus. A deafblind classroom was established with a teacher of the visually impaired, two paraprofessionals and a school nurse, each of whom have completed communication intervener training and have worked as communication interveners. The success of the class has continued and it is now the model for preschool classes in Salt Lake City and Orem. The environment and activities in the classes are set up so that the staff can easily implement strategies for working with children with deafblindness. A deafblind specialist works closely with the team to provide training and technical assistance as needed.

iPads! Each deafblind teacher specialist has an iPad which is used during student visits and as a management tool. Because of its capabilities for differentiated instruction, personalized applications and seemingly limitless uses, deafblind teacher specialists have had wonderful successes using them with students.



A deafblind teacher specialist described the success found with one student: “He has a goal to use speech approximations and another goal to send email. Using my iPad he made Songify songs by saying his mother and grandmother’s names. I then emailed the song to the school which he then emailed to his mother and grandmother. He was excited to be able to email them to his family. He has not always liked to write email. Using a fun app on the iPad gave him a fun way to work on two goals. Shortly thereafter, at a home visit his mother talked about how much both she and his grandmother enjoyed and appreciated getting the songs he created via email. He can create other Songify songs to send to dad or other people.”

A district teacher made the following comment: “After my class was provided an iPad, our deafblind teacher specialist gave me a tutorial and ongoing assistance for navigating and uploading new apps that are right on target for the developmental level of the children in my class. She continues to find items and/or shares new ideas every time she returns. The iPad is exactly what kids in my class need. It allows for immediate, responsive and diverse feedback that aids in the communication, cognition, vision and fine motor development.”

## Staff accomplishments

- Debbie Sanders, deafblind specialist, has recently completed her activities as a national Helen Keller Fellow. As a fellow, Debbie was one of ten geographically dispersed and networked teacher leaders, prepared to provide leadership in the field of deafblindness. Debbie’s work was recognized at OSEP meetings in Washington, DC as extraordinary and she has been invited to co-author national open-access intervener training modules and contribute to the Literacy website of the National Consortium on Deafblindness.  
<http://www.nationaldb.org/literacy/>



- Leslie Buchanan, Director of Deafblind Services, and the Utah Deafblind Project, Gretel Sampson, Deafblind Project Coordinator and Susan Patten, Deafblind Lead Teacher Specialist have been invited to be on an advisory committee overseeing an OSEP sponsored project to create open-access intervener training modules.
- Susan Patten, Deafblind Services Lead Teacher Specialist, and Leslie Buchanan, Director of Deafblind Services and the Utah Deafblind Project presented at the World Conference of Deafblind International in Sao Paulo, Brazil on Utah's unique system of comprehensive services for children who are deafblind.
- Erin Farrer, Deafblind Specialist, teaches a behavior class for the University of Utah.
- Kimberly Bressler, Communication Intervener, received an award as Outstanding Paraeducator at the Utah Paraeducator Conference.
- Material developed by division personnel are used extensively throughout Latin America by Perkins International.
- Materials developed by the division have been requested by and shared with other programs within the country and the European Deafblind Union.

## Highlights

The Deafblind Assessment and Coaching Team completed its first assessment with a student with some challenging issues related to his complex sensory loss. This transdisciplinary team, which is a collaborative effort with the Utah Office of Education and is established in Utah Code, is a resource for LEAs when there are particularly perplexing issues with a student with deafblindness. After extensive collaborative work with the local team, recommendations were developed, accepted and implemented. The student, who previously showed much frustration, has made incredible progress since the implementation of the recommendations. He sets up his own daily schedule and independently moves from one activity to the next.

Children in the Deafblind Strategies Preschool Class at Westmore Elementary School are beneficiaries of a fun and exciting collaboration with Alpine District. FFA students at Lehi High School are providing wonderful experiences in their greenhouse for the preschoolers. The Utah Deafblind Project provided training for the high school students; they are now working with our preschoolers twice a month on lessons which will help build concepts of soils, plants, water, growth. The preschool will have additional follow-up activities.

Burgon Jensen, a young adult (former student) with deafblindness who receives services from the Utah Deafblind Project, has provided many local presentations for community and university groups. She and her family were recently keynote speakers for a parent conference of the Pennsylvania Deafblind Initiative.

## Program Successes

Following a simulation activity at a local school, a peer commented, "I will most definitely make sure to be more empathetic with people who have disabilities. I may even go into this field someday."

At a recent simulation activity with fourth graders, a student wrote on her evaluation that she wanted to be a teacher of the deafblind when she got older. She provided her phone number and asked us to call her in eight years!

"The information I've gathered as a result of the Deafblind Project has been incredibly useful for our family as we plan our daughter's future." *From a parent*

"Our deafblind specialist has been very prompt in providing us with materials/assessments/forms for a variety of task that we have needed. Because of her suggestions and promptness we have been able to provide our students with

additional experiences that have enriched their educational progress. Thanks for providing us with such a high quality specialist.” *From a teacher*

“I feel that (Deafblind Services) listens and values the opinions and ideas of all... Many excellent ideas have arisen from the group and have been implemented.” *From a stakeholder*

Link to video <http://animoto.com/play/83Y0ELduTLWjCiRAzn0f3w>







**PARENT INFANT PROGRAM**  
**for the**  
**BLIND and VISUALLY IMPAIRED**  
**(PIP-BVI)**

**Program Director:**

Karen Borg

**Office Location:**

USDB Ogden Campus  
742 Harrison Blvd.  
Ogden, UT 84404

**Students Served:** 469



The Parent Infant Program for the Blind and Visually Impaired provides family-centered services to children with visual impairments aged birth to three years old and their families. These services are provided in collaboration with Utah Baby Watch Early Intervention Program and its 15 local grantees. Certified Early Intervention Vision Specialists participate as team members in providing collaborative educational services to these children primarily within their homes. The mission of the Parent Infant Program for the Blind and Visually Impaired is to help every child we serve develop all senses by encouraging touching, movement, listening, and smelling while utilizing compensatory skills, maximizing functional vision, and creating opportunities for learning and exploration. We strive to help all children develop to their highest potential by actively participating in child find activities, setting high expectations for performance, and facilitating progress in all areas of development.

The Overall Goals for the Parent Infant Program for the Blind and Visually Impaired are to:

- Provide the highest quality services by the best prepared vision specialists possible. An in-depth mentoring program has been put into place to give support to new providers. New sharing sessions for discussing children's progress, interventions, and strategies in a professional learning community format have been incorporated into staff training.
- Provide resources and networking opportunities for families by providing opportunities through regional and state-wide family activities, more intimate play dates, and toddler groups for families to meet and share ideas, resources, discussions, etc.
- Empower parents to be effective teachers and advocates for their children with disabilities.

**Program Accomplishments**

The Early Childhood Sensory Center offers services to children and families throughout the state by appointment. Two statewide family activities were held here: One in March boasting a nursery rhyme theme and promoting literacy in the home. One in August called "Family Ties" which encouraged bonding among family members. Presentations included infant massage, Mom and Tot Yoga, a fathers' chat, and sibling activities for the brothers and sisters of PIPBVI kids.



Three Toddler Group classes were held throughout the year. One in Ogden at the Sensory Center, one at Kauri Sue Hamilton School in Jordan, and one at USDB in Orem at Westmore Elementary.

“Sensory Center on the Road” has been held in several sites across the state, bringing assistive technology and an opportunity to network to more remote locations throughout the state.

iPads available for loaning to families have been procured by PIP-BVI to enable providers to leave important technology in a home for a short time (4 to 6 weeks). This allows parents to focus on certain skills using this technology and to try out the technology and its appropriateness for their children.

Bess Dennison was granted the C. Warren Bledsoe award by the American Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). This award is given for a written piece of work that has significantly impacted the field of blindness and visual impairment. It is given once every two years at an awards banquet during their national conference. Bess was nominated by the Early Intervention staff at the New Mexico School for the Blind. AER recognized the VIISA and INSITE Curricula that Bess helped to write and the accompanying training manuals that she developed to go with these curricula. The materials address the needs of children birth to five who are blind or visually impaired including those with multiple disabilities. The curricula address all developmental areas, birth to age five such as gross and fine motor, daily care, communication and language, cognition and play, sensory (vision, hearing, touch), early literacy, orientation and mobility, and social. The material strongly emphasizes working with families and other caregivers to provide learning opportunities for their young child.

PIP-BVI student progress this year was excellent! Overall children made an average of .72 months of progress for every month of PIP-BVI services. The following chart illustrates months of progress per month of intervention for 4 common scenarios of enrolled students. It is important to note that a common occurrence is to have severely involved children show regression as they age and more is expected. This did not occur among our children. In fact, a review of files showed only 1 child whose overall scores indicated regression!

A review of the children who were served at least 6 months, who exited PIP-BVI this last year reveals that we served children for an average of 19.69 months and they made an average of 8.15 month's progress in that time. Removing data for those children who are most severely involved shows that children were served an average of 15.06 months and made 13 months of progress.

## **Parent Comments**

“We are so grateful for our vision specialist!!”

“I will highly recommend your program to others.”

“[Our vision specialist] is excellent! We really enjoy when she comes out to work with [our son.] Many thanks to the wonderful people I have met and will continue to work with during this journey.”

“We were given a number of exercises to use on him that seem to motivate and enhance his ability to see. She was great at explaining what each exercise did and gave us recommendations around the house to help enhance his interactions with us.”









# Parent Infant Program for the Deaf

## Program Director:

Paula Pittman

## Office Location:

USDB Ogden Campus  
742 Harrison Blvd.  
Ogden, Utah 84404  
Phone: (801) 629-4749

**Students Served:** 344

## Mission

The Parent infant Program for the Deaf strives to model language intervention strategies which will allow families to become the leaders in their child's educational future. We believe that with intensive language intervention ALL children with hearing loss can develop language that is commensurate with age appropriate peers.

## Introduction

The Parent Infant Program for the Deaf (PIPD) serves deaf and hard-of-hearing children ages 0 to 3 and their families throughout the state of Utah. The PIPD serves each family through collaboration with Baby Watch Early Intervention system according to IDEA Part C federal regulations.

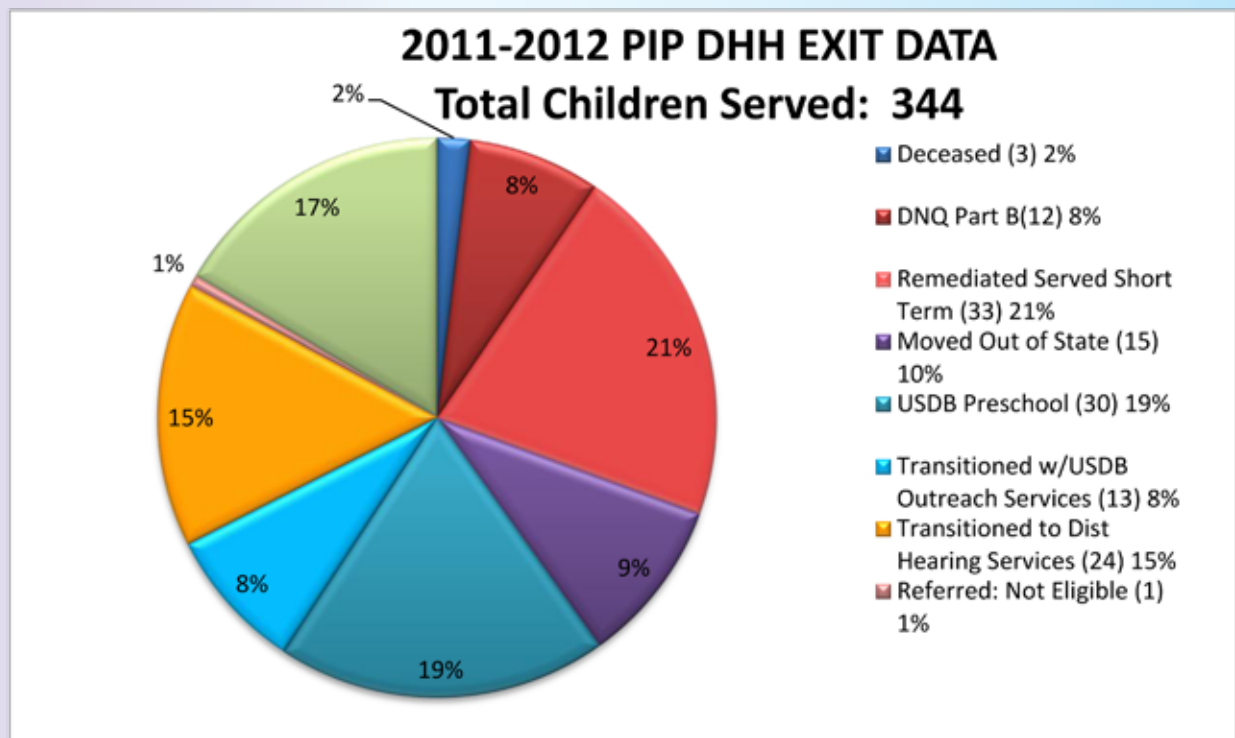
PIP Deaf also works in collaboration with Newborn Hearing Screening to follow-up on children identified by the initial well-baby hearing screening and initial NICU or in-hospital screenings. Other audiology services are provided for the early intervention population through an ongoing collaboration between private medical providers and USDB related service providers as well as clinical support through the Children with special Healthcare Needs initiative. We also receive referrals from Early Intervention programs, doctors, audiologists and private parties. Deaf PIP averages more than 16 referrals each month.

Between June 1, 2011 to May 30, 2012, Deaf PIP served 344 children and their families. We exited a total of 157 children. Of the children exited, 41% no longer required Part C services for a variety of reasons. Another 17% simply did not accept services. Of the 42% who transitioned to Part B services, 23% were to receive those services in their home districts leaving 19% to receive intensive educational services in self-contained classes at USDB. Of the 19% transitioning to USDB more than two thirds of these children are on track to mainstream into their home schools during their elementary careers. Most will transition to their districts by 2nd grade.



Below is a graphic representation of the exit data collected. The reason for exit is given by each color designation. The number of actual children is then shown in parenthesis and the percent this group represents of the total is then displayed.

this group represents of the total is then displayed.



## Faculty and Staff

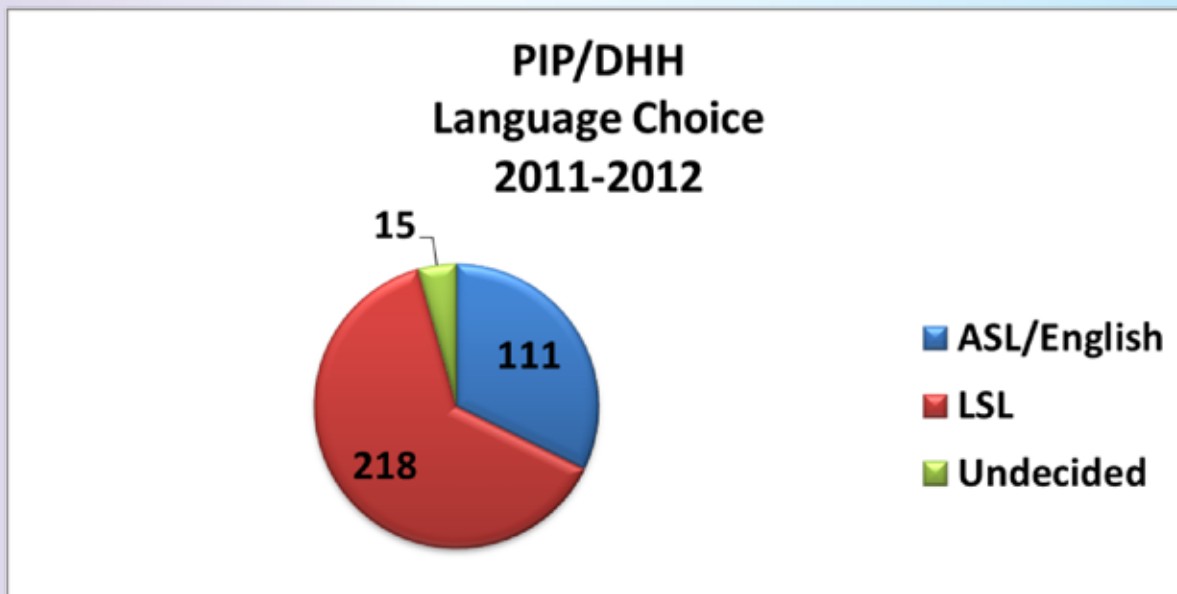
Our professional staff is composed of 17 instructors for a total of 12 full-time employee (FTE) positions. The average caseload for these instructors has been 25.3 children. One of our instructors is working in Orientation which, when considered, increases our other educators' caseloads to 27.6 for each FTE. Five of our educators also work in Part B. Their work makes it possible to cover large rural areas within the state. Between 3 of them, these educators cover 15 counties in Southern Utah with travel distances of up to 266 miles. These same 15 counties are served by 5 Early Intervention Programs. The collaborative nature of our work requires consistent and frequent communication with these programs.

### Breakdown of Departmental Staff:

- 1 Program Director
- 1 Office Support Staff
- 1 Deaf Mentor
- 2 Orientation Specialists
- 3 ASL/English Specialists
- 9 LSL Specialists
- 5 Shared LSL Specialists

Below is a chart that represents the language modalities that families have chosen by date of exit from PIP services. Please note that some families still have not chosen a language preference when they exit our program. These students are students who normally will transition into Part B district programs.

when they exit our program. These students are students who normally will transition into Part B district programs.



### **Department Accomplishments**

- Toddler groups have continued in three locations across the state (Ogden, Orem and SLC).
- A Kindermusick group has begun in Orem for children 2-3 years of age.
- Deaf Mentor services were offered in a center based environment in two locations (Ogden and SLC)
- BTOTs data system through BabyWatch is scheduled to go live in November 2012. This system will track progress on our babies.
- PIPD will be participating in a Tele-Intervention study through Utah State University in an attempt to provide more services to parents.

### **Professional Growth/Trainings**

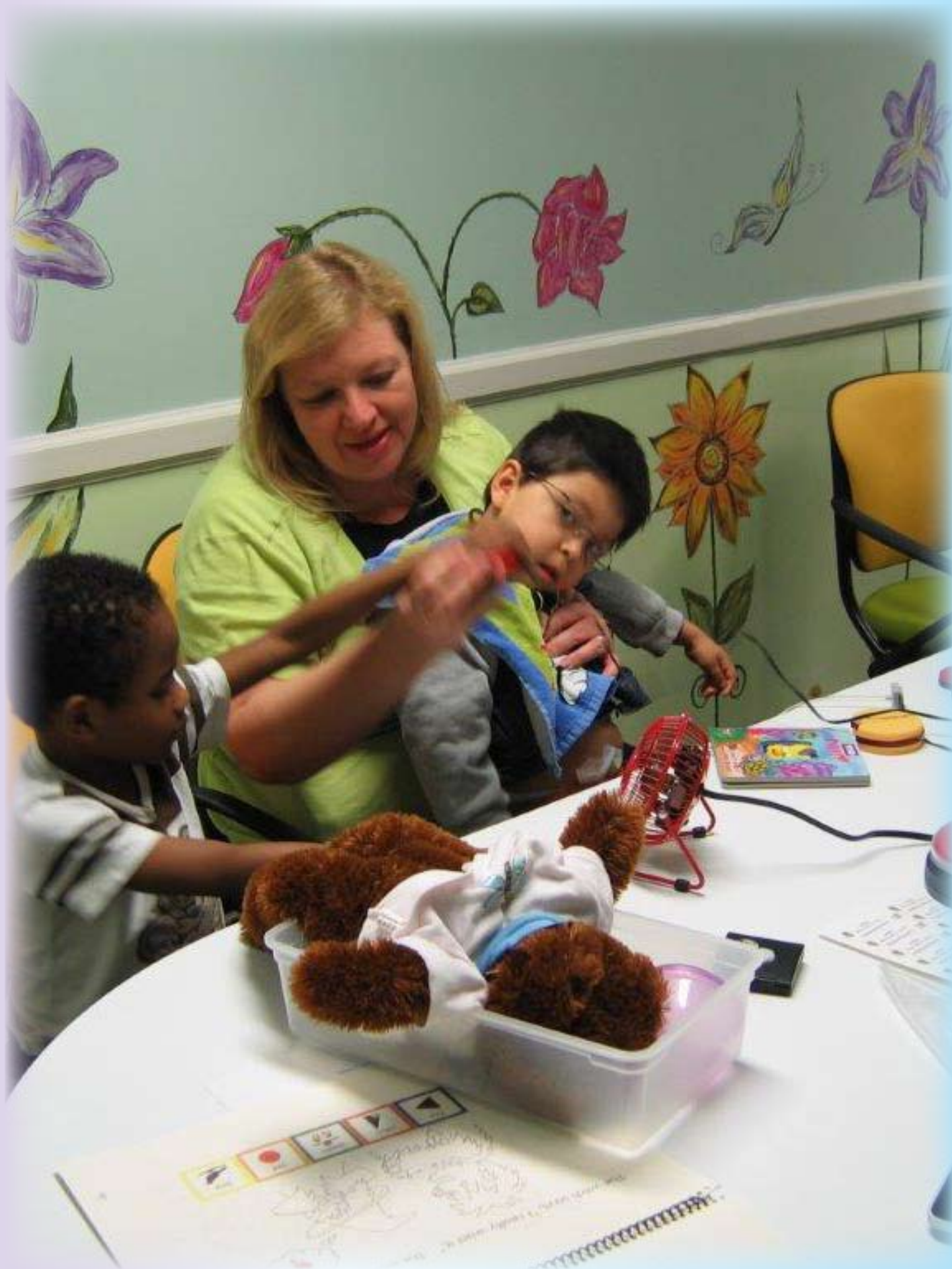
- Multiple Auditory Verbal Workshops
- Ongoing Baby Watch Early Intervention Credentialing
- Assessment Instruction/Scoring, Parent Coaching
- Ongoing Mentoring for teachers who desire to sit for the LSL test



## Special Projects and Activities

- In October we always have a Halloween carnival where families are invited to come play games and gather treats.
- The Home Demonstration Center provides families an opportunity to learn how to take advantage of every language opportunity that arises in their home. Parent education sessions and toddler support groups occur in the Home Demonstration Center











# **Utah State Instructional Materials Access Center (USIMAC) And Educational Resource Center (ERC)**



## **Program Director:**

Hollie Murdock

## **Office Location:**

USDB Ogden Campus  
742 Harrison Blvd.  
Ogden, UT 84404

**Students Served: 227**



## **Utah State Instructional Materials Access Center (USIMAC)**

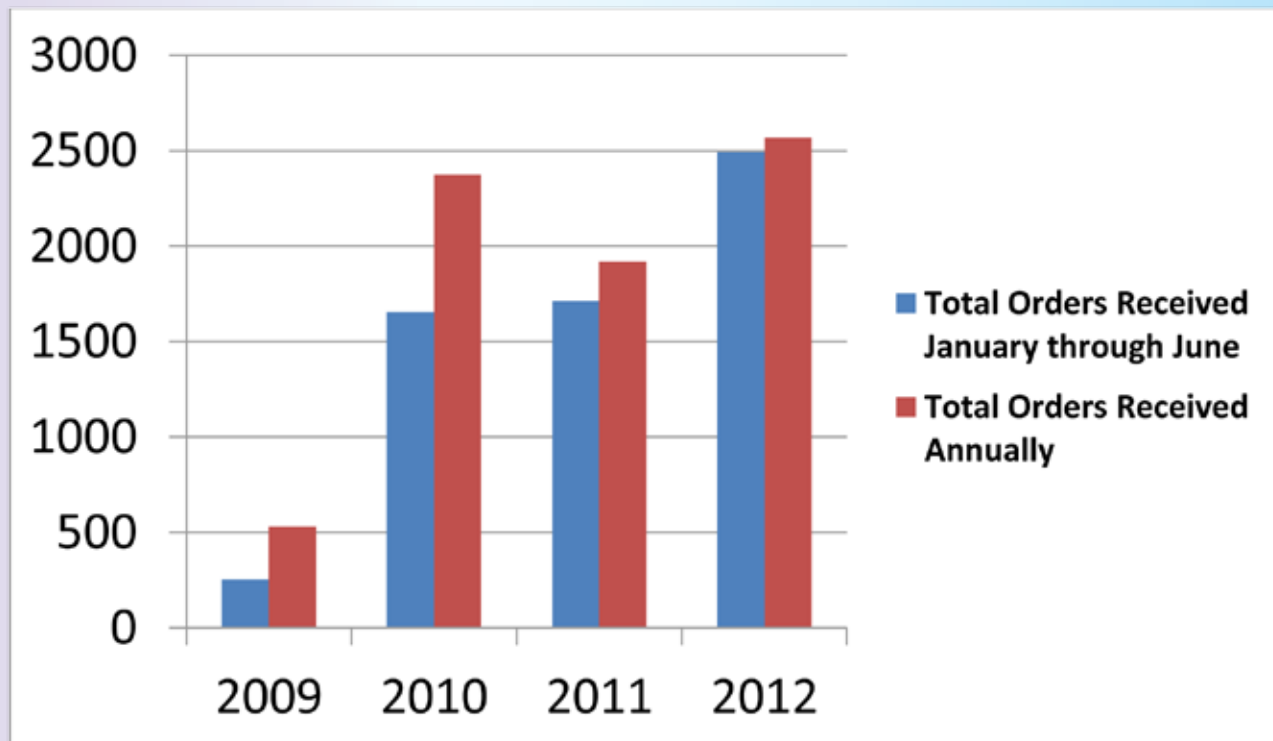
The Utah State Instructional Materials Access Center (USIMAC) has been established to aid local education agencies in meeting the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) for the provision of accessible instructional materials. The USIMAC offers opportunities for students with print disabilities (including blindness and visual impairment, physical disabilities, and other diagnosed reading disabilities) to gain increased access to the general curriculum by making available instructional materials in alternate formats.

USIMAC services are available to K-12 students throughout the state of Utah. Once a student has been verified as eligible for accessible instructional materials, all of their textbooks are available in the format that best fits their learning needs. USIMAC has completed materials for 221 students in 47 different school districts and charter schools.

USIMAC produces textbooks in a variety of formats, with staff specially trained in the requirements of each production type. USIMAC employs two LOC Certified Braille transcribers, two Braille proofreaders, four Braille proofreader aides, two alternate format technicians, one Project coordinator, one order/shipping technician, and one tactile graphic/database manager. USIMAC has also developed a Preferred Braille Network (PBN) with over 18 certified Braille transcriptionists across the country that are able to work on an as-needed basis to assist with demand.

Since the USIMAC program first began, the demand for materials continues to increase annually. The Utah State Office of Education stepped in during the 2011-2012 school year to provide a “test period” where LEA’s could receive their needed materials at no cost if materials were ordered between January 2012 to June 2012. This proved to be a great service for LEA’s as many of the USIMAC materials are very costly. As a result of this “test period”, more students needing USIMAC services have been identified and are benefitting from the much needed material. The Utah State Office of Education is currently working with LEA’s to develop a cost-sharing option to help cover the costs of the program that are not covered in the \$490,000 annual appropriation. This cost-sharing option will help ensure that no student is without needed materials.

Year	Total Orders Received January-June	Total Orders Received Annually
2009	255	531
2010	1653	2375
2011	1714	1919
2012	2491	2581



### **Educational Resource Center (ERC)**

The Educational Resource Center (ERC) provides information, technology, materials, instructional support, and professional learning opportunities which assist Utah children with sensory impairments in reaching their maximum potential. The ERC works to facilitate access to materials, information, and training for teachers and parents of children with sensory impairments throughout the state of Utah.

The ERC serves 663 patrons throughout the state of Utah. Accounts are available to all USDB employees and students, to teachers of students with sensory disabilities working in Utah districts and charter schools, to University students, and to parents. The total ERC collection contains 67,619 items. The ERC currently has 14,859 items checked out to patrons with requests coming in daily.

In addition to providing materials, the ERC responded to over 2,000 individual requests for support from USDB teachers specifically related to accessing the Utah Core Curriculum. The ERC also conducts a special weekly sensory story time that follows the Utah Core Curriculum for library skills. There are currently over 70 students attending this activity per week.







## Communications and Development Office

### Communications and Development Officer:

Kimberley Pierce

### Office Location:

USDB Ogden Campus  
742 Harrison Blvd.  
Ogden, Utah 84404



### Mission

The USDB Office of Communications and Development's mission is to provide information and resources in order to foster the spirit of understanding and collaboration between Utah Schools for the Deaf and the Blind (USDB) and the community so that we may work together to provide quality educational services to children who are deaf, hard of hearing, blind, visually impaired, or deafblind throughout the state of Utah.

The Communications and Development Office staff consisted of three employees during the 2011-2012 school year and was successful in its efforts to increase partnerships with community members and organizations. Communications and Development staff acted as liaisons with community groups including the United Way, Ogden-Weber Community Action Advisory Committee, the state Deafblind Action Committee, Weber Coalition of Resources Committee, and local Chamber of Commerce groups.

Fundraising activities brought in an excess of \$128,859.00 to supplement school programs to benefit students across Utah who receive services from USDB.

The Communications and Development Office published and distributed bi-annual editions of the Sights & Sounds Newsletter, the USDB Annual Report, and Overview of Services, and organized a visit to the Utah State Capitol for a presentation of educational services to legislators. Five classrooms relocated to Capitol Hill for a day in February and invited the Legislature to visit and learn more about USDB services and students. Many legislators visited our classrooms and joined our students for lunch in the Hall of Governors. The office recruited and placed volunteers in various USDB locations and organized employee recognition and merit awards.

The Communications and Development Office was responsible for graphic arts assignments, retirement function coordination, student and staff events such as holiday functions, the Jr. Blind Olympics Dinner and gift basket fundraiser, and the Ogden student Halloween carnival. The Office also continued performing additional responsibilities including interpreter scheduling and building reservations for the Ogden and Salt Lake campus locations.

The Communications and Development staff served on committees to organize annual fundraisers and events such as graduation, Jr. Blind Olympics, and Opening Institute. The Communications and Development Officer chaired the Graduation and Employee of the Year and Teacher of the Year Committees, and completed annual E-Rate reporting and the Utah State Charitable Fund Drive. Staff coordinated Ogden campus events and bookings, conducted many tours and gave introductions of USDB services to visitors and community groups and responded to over 325 requests for information from the public.

Communications and Development also oversaw the design and production of all graphic arts projects statewide including a school positive message poster campaign.

The 2011-12 school year marked the beginning stages of the development of the Utah Schools for the Deaf and the Blind Education Foundation (USDBEF) with the State Legislature's approval of the organization and management of an educational foundation to support the needs of the schools. The end of the school year finds the foundation with legal paperwork completed and in the process of final IRS approval to be listed as a 501(c)3 non-profit foundation. Initial foundation board members have been recruited and include Board President Claudia Anderson, Vice-President Catherine Putnam-Netto, Tanya Egbert, and Michelle McOmber. The board is in the initial stages of a capital development campaign to raise funds for the construction of an early childhood learning center to be located in the Salt Lake City area.

### **USDB Recognition**

The following have earned the distinction of being "Friends of the Utah Schools for the Deaf and the Blind" through their support, generosity and financial contribution to programs and services to students with sensory impairments attending USDB. Working together we are making a difference in the lives of Utah children!

Archer Family Foundation  
Barnes & Noble Booksellers  
Breinholt Family  
Jeremiah Lynn Burgess Memorial  
Bush Sales  
Café Rio  
Chick-fil-A  
Chuck-A-Rama  
Daniels Fund  
Jacob Deitz  
Flint Family  
Friends of the Weber County Library  
Danielle Goss  
Kennecott Utah Copper  
Kier Corporation  
Liberty Tax Service  
Little "C" Tree Service  
Allison Martin Photography  
Aleyda Miranda  
Molina Healthcare  
Ray & Tye Noorda Foundation  
John E. Oostyn Family  
Phi Eta Sigma National Leadership  
Sam's Club of Riverdale  
Salt Lake Assistance League  
Scott and Joan Sessions Family  
Wal-Mart Foundation  
Wal-Mart of Harrisville  
Young American Stateswomen Association  
Zorka D. Divich Trust



## **USDB Needs Your Support**

Serving the needs of sensory impaired students is an important task often requiring additional resources. We welcome your donation to the Utah Schools for the Deaf and the Blind. Gifts may take many forms including:

- A gift of cash, made either directly, or designated to the school through other agencies, such as the United Way, Utah State Charitable Fund Drive, or the Combined Federal Campaign (often a gift of cash may be matched by your employer). If you itemize, you can lower your income taxes simply by writing a check by December 31st (make certain it is postmarked by December 31st to qualify for that year's tax).
- A gift in the name or memory of a relative or friend.
- A gift of a useful object or tangible property.
- A gift of appreciated securities or real estate.
- A gift of life insurance with USDB as beneficiary.
- A deferred gift, and gifts providing an income for the donor.
- A gift by will.
- A gift in-kind: many tangible items are needed by USDB.

If you would like a "wish list" of items, please contact the program director of your child's school or Kimberley Pierce, Communications Officer, at (801) 629-4727 or [kimberleyp@usdb.org](mailto:kimberleyp@usdb.org).



**STEVE W. NOYCE**  
Superintendent

**TRENA ROUECHE**  
Associate Superintendent For the Deaf

**CAROLYN LASATER**  
Associate Superintendent For the Blind

**ADMINISTRATIVE OFFICES**

742 Harrison Blvd.  
Ogden, Utah 84404-5298  
801-629-4700 Voice  
801-629-4701 TTY  
801-629-4896 FAX  
1-800-990-9328 Toll Free

**JEAN MASSIEU**  
**SCHOOL OF THE DEAF**

1655 E. 3300 S.  
Salt Lake City, Utah 84106  
801-464-2003 Voice  
866-280-2717 Video Phone  
801-467-6762 FAX

**SALT LAKE OFFICE**

3098 S. Highland Dr., Suite 100  
Salt Lake City, Utah 84106-3085  
801-464-2000 Voice  
801-464-2001 TTY  
801-467-6411 FAX

**OREM OFFICE**

424 South 350 East  
Orem, Utah 84058  
801-431-5100 Voice  
801-224-8018 FAX

*Today, Utah Schools for the Deaf and the Blind stand as a proud symbol of Utah's educational heritage and enthusiastically contemplate the challenges and rewards that lie ahead in the twenty second century.*

*Thank You!*







[www.usdb.org](http://www.usdb.org)  
801-629-4700

